DOCUMENT RESUME

ED 346 624 EC 212 108

AUTHOR	White, Stephen; And Others
TITLE	Supervisor's Manual: Great Falls Transition Project, a Cooperative Model for Least Restrictive Employment.
INSTITUTION	Great Falls Public Schools, Mont.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	88
CONTRACT	G008630445
NOTE	112p.; For related documents, see EC 212 107 and ED 332 382.
AVAILABLE FROM	Great Falls Transition Project, Great Falls Public Schools, 2100 6th Avenue, South, Great Falls, MT 59405 ($17.00, quantity discount available).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavior Change; *Disabilities; Feedback; *Interpersonal Communication; Learning Processes; *On the Job Training; Reinforcement; Small Group Instruction; *Supervision; *Training Methods; Workshops

ABSTRACT

The manual is intended to provide employment supervisors with skills to enable them to motivate and provide any needed support to workers with disabilities. The material is organized into seven short sessions with most of the material consisting of basic principles for communicating and instructing persons with disabilities and case study problems for small group discussion. Session I focuses on awareness and covers famous people with disabilities, the difference between a disability and a handicap, normalization, and associations at work. Session II covers the learning curve and principles of training. Session III looks at personal issues in supported employment including explaining the job, one-way and two-way communication, advocacy and independence, and friendship. Management is considered in Session IV which covers behavior management, reinforcement, prompting, shaping, fading, collecting data, and resolving conflict. Consequences is the subject of the next session which looks at constructive criticism and positive feedback. Session VI considers collaboration including performance evaluation and who to contact with problems. The final session is on refocusing with sections on the least restrictive environment and ongoing advocacy. A glossary of 32 terms and appendixes (suggested evaluation forms, state and federal resources, pertinent federal legislation, and fact sheets covering the major disabilities) complete the document. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SUPERVISOR'S MANUAL

GREAT FALLS TRANSITION PROJECT

ED346624

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Stephen White

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A COOPERATIVE MODEL FOR LEAST RESTRICTIVE EMPLOYMENT

gfps Great Falls Public Schools

EC212108

BEST COPY AVAILABLE

Supervisor's Manual:

A handbook for supervisors and coworkers designed to enable workers with disabilities to reach their potential in the work force.

written by

The Great Falls Transition Project

Stephen White	Project Director
Ray Johanson	Supported Employment Specialist
Cathy Schaefer	Job Coach/Research Assistant

The development of this instrument is supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Grant #G008630445, and reproduction of any part of this document without express permission of the authors is prohibited.

Great Falls Public Schools
Great Falls, Montana

TABLE OF CONTENTS

INTRODUCTION.....1

STRATEGY SESSIONS

AWARENESS.....3

INFORMATION.....15

PERSONAL ISSUES IN SUPPORTED EMPLOYMENT.....25

MANAGEMENT.....37

CONSEQUENCES.....59

COLLABORATION.....63

REFOCUSING.....70

GLOSSARY.....78

REFERENCES.....82

APPENDICES

A. QUICK LOOK WHAT IF ? INTERVENTION STRATEGIES..84

B. SUGGESTED EVALUATION FORMS.....85

C. STATE & FEDERAL RESOURCES.....88

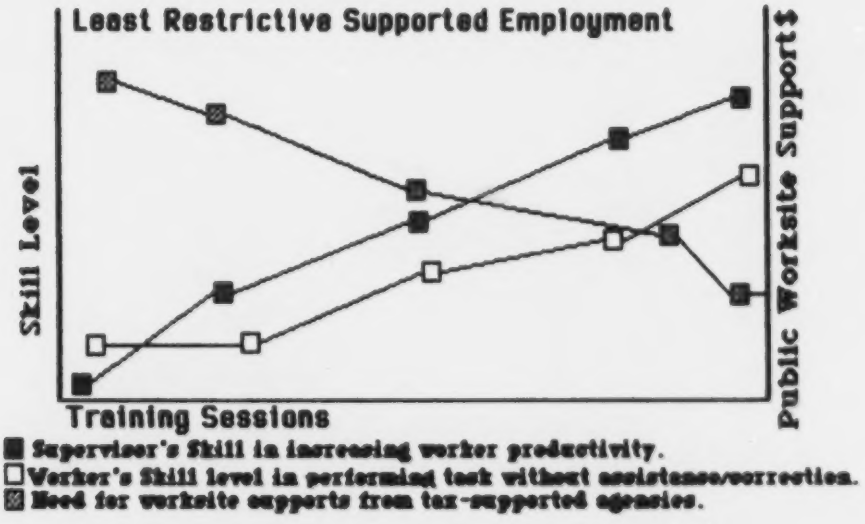
D. PERTINENT FEDERAL LEGISLATION.....92

E. I WANT TO KNOW MORE
(SPECIFIC DISABILITY SUMMARIES)..... 93

INTRODUCTION

PURPOSE

The purpose of this manual is to provide supervisors with a practical set of skills which enables them to motivate workers with disabilities to become contributing, successful, and satisfied employees with as little assistance from service providers as possible. Many targeted workers with disabilities will require ongoing support from service providers to maintain employment, but this manual assumes that the supervisor and coworkers are better qualified to motivate and support targeted workers over time than service providers who may or may not have experience in a specific occupation.


Least Restrictive Supported Employment
Skill Level
Training Sessions
Public Worksite Support$
Supervisor's Skill in increasing worker productivity.
Worker's Skill level in performing task without assistance/correction.
Need for worksite supports from tax-supported agencies.

When company employees do not provide direction and support to workers with disabilities, these workers become dependent on service providers, as do the employers. This dependency is a major contributor to job failure for workers with disability, and restricts the worker from interacting with other workers in a normal manner. This manual is designed to promote opportunities for workers with disability which are as least restrictive as possible.

Research has clearly demonstrated that persons with disability need not be handicapped in their ability to work

productively. In fact, studies (U.S. Department of Labor, 1982; Parent & Everson, 1986) point out that some workers with disabilities exceed their nondisabled counterparts in areas of attendance, productivity, and length of employment.

METHODS

The methods employed throughout this manual are designed to be practical and useful to you, the supervisor. Sessions will be frequent but of short 20 minute duration whenever possible. Most of the material consists of basic principles for communicating and instructing persons with disabilities and hypothetical "What if?" case-study problems which can be discussed informally in small group settings.

Seven sessions have been developed to address the major concerns identified by supervisors and personnel managers in a nationwide study conducted in 1987 (Weisenstein). The sessions are designed to be interactive, allowing you ample opportunity to ask questions and solve problems related to your own situation.

GOAL

The goal of the Supervisor's Manual is simple: to provide employers with enough support to discover the benefits of hiring persons with disabilities, and to provide on-line supervisors with enough resources to maintain that employment in the least restrictive manner possible. The program is designed to provide employers with reliable productive employees, taxpayers with reduced public assistance payments, supervisors and coworkers with added skills in behavior management and interpersonal communication, and workers with disabilities with the dignity and risk of employment, and the independence only employment provides.

Finally, this manual is designed to provide you with a working set of intervention strategies, additional reading material, and lists of local, state, and national resources you can call on to assist you when the strategy sessions are complete. Of course, you can always call the people who presented the program to your organization, but you probably won't need to, following the training. You will be the best judge of the support services needed for the workers you supervise, and these materials are provided so you can learn at your own rate.

STRATEGY SESSION I. AWARENESS

DISABLED OR HANDICAPPED?

An estimated 36 million Americans are currently disabled, and over 30% of all Americans can expect to become disabled by the time they reach 65 years of age. Staggering statistics, but what do they mean? If someone becomes disabled, does it mean they will need help to function normally for the rest of their lives? Does it mean an individual is no longer able to perform gainful work, as defined by the Social Security Administration?

There is such a wide range of abilities among people labelled disabled that a clear definition is needed. View the first transparency for the definitions used by the World Health Organization in 1980 (paraphrased) and indicate whether the statement describes a disability or a handicap or neither:

	Disability	Handicap	Neither
Typing difficulty	☐	☐	☐
Lack of mobility in one hand	☐	☐	☐
Blindness	☐	☐	☐
Driving restrictions because of impaired vision	☐	☐	☐
Heart Disease	☐	☐	☐
Restricted exercise program	☐	☐	☐
Epilepsy	☐	☐	☐

gfps No. 1

Great Falls Transition Project (406) 791-2281

A ***DISABILITY*** IS A MEDICALLY OR PSYCHOLOGICALLY DIAGNOSABLE ABNORMAL CONDITION OR STATE-E.G. MENTAL RETARDATION, FACIAL SCARS, PARAPLEGIA, ETC., WHILE

A ***HANDICAP*** HAS TO DO WITH HOW THAT DISABILITY INTERFERES WITH THE PERSON'S ABILITY TO FUNCTION.

FAMOUS PEOPLE WITH DISABILITIES

Many famous people have been challenged by their disabilities, but were unwilling to become handicapped by them. Can you match the individual with the disability from the list below? Be careful, one is a decoy.

Person	Profession	Disability
1. Franklin Delano Roosevelt	President	a. Deaf
2. Ludwig Von Beethoven	Composer	b. Epilepsy
3. Stevie Wonder	Musician	c. Blind
4. Napolean Bonaparte	Emperor, General	d. Mental Illness
5. Thomas Edison	Inventor	e. Mental Retardation
6. Vincent Van Gogh	Painter	f. Quadriplegic
7. Michelangelo	Painter, Sculptur, Inventor	g. Paraplegic
		h. Learning Disability
		i. none of above

KEY: TURN PAGE UPSIDE DOWN

(1-g; 2-a; 3-c; 4-b; 5-h; 6-d; 7-i)

Normalization

•Normalization is the term given to an effort in America to enable disabled persons to live, work, attend school, and recreate in environments as similar to those of nondisabled or "normal" persons as possible.

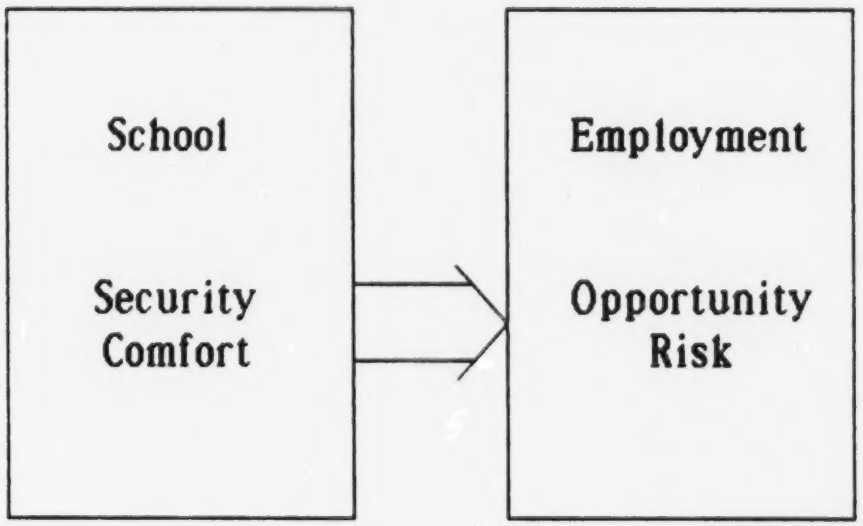
•Normalization was the buzzword that drove the deinstitutionalization effort and the establishment of community services for the disabled. It has four basic aspects:

- •Activities that bring persons as close as possible to the social and cultural mainstream.
- •The guarantee that the human and legal rights of disabled citizens are protected.
- •The ability to make independent choices about one's life.
- •Opportunity to experience the "dignity of risk" in all areas of daily life.

The outcomes of this movement are as obvious in Montana as anywhere in the Nation. Schools everywhere serve disabled children and residential services and Day programs for disabled

persons can be found in communities as small as Big Sandy, Choteau, and Harlem, MT. However, despite huge investments of time, energy, and resources, persons with disabilities have the highest unemployment and underemployment rates of any targeted group in America.

The key element to "normalization" resides in society's willingness to recognize the often hidden wealth of workers with disabilities as significant work force resources. Self-esteem and personal dignity develop from the freedom to take risks and the satisfaction that results from success which real work opportunities provide.



IMPORTANCE OF THE WORK ENVIRONMENT

To most Americans, work is an important part of our adult lives. Our identity is wrapped up in our work, whether we like it or not. Consider social situations where we meet someone for the first time. Inevitably, we identify ourself by what we do. "Hi, I'm a plumber", "I work for the bank", or "I'm just a teacher" are all common responses people make when introduced. Anyone who has ever been unemployed knows just how important employment is to our well-being. To persons with disabilities, unemployment is the rule rather than the exception. A 1985 Harris Poll found that 66% of working aged adults with disabilities were unemployed, and only 10% employed full time. View transparency two and fill in the following blanks:

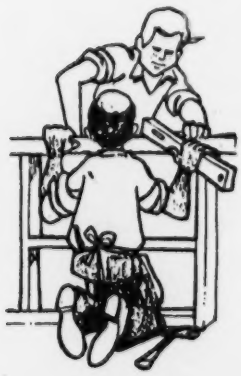
Paid employment offers opportunities to expand _____

_____, contribute to_____

_____, and demonstrate_____.

The income generated by work creates_____

_____ It also expands the range of available _____.



gfps No.2
Great Falls Transition Project (406) 791-2281

Employment is a critical aspect of the lives of most adults in our society, whether their work involves highly paid career specializations, entry-level jobs, or working in situations where ongoing support services are provided. Paid employment offers opportunities to expand social contacts, contribute to society, demonstrate creativity, and establish an adult identity. The income generated by work creates purchasing power in the community, makes community integration easier, expands the range of available choices, enhances independence, and creates personal status.

Madeline Will, April 9, 1984

ASSOCIATIONS AT WORK

Associations at work are interactions with other workers during the work day. Probably the most important associations are those that occur during lunch or break when people associate with one another by choice. There is a substantial amount of evidence which indicates that job failure for persons with severe disabilities occurs more because of poor social interaction and limited associations at work than because of an inability to complete job tasks. As supervisors and coworkers, attention to this aspect can go a long way toward motivating workers with disability

Your third transparency provides three concrete ideas. Can you add a fourth suggestion for promoting associations at work?

Most of us do these things automatically as a basic social courtesy. However, it is not unusual to treat persons with disabilities differently. A common error is to speak to a second person associating with the worker with disability rather than the worker himself. Remember the advertisement where the man proposes to the woman by speaking to her seeing eye dog. As ridiculous as this sounds, it is easy to do, especially if the worker with disability has problems communicating. Transparency 4 has some tips to make associating with workers with disability easier. For practice, change this statement to a three word sentence simple enough for almost anyone to understand:

Would you please refrain from interferring with my peace and quiet by adjusting the volume of the number playing on your high fidelity cassette player?

Simplified:_____.

Never assume that the worker can't understand you.

gfps **No.3**

Great Falls Transition Project (406) 791-2281

Introduce new workers to coworkers the first day of work.

Make sure that workers with disabilities take breaks with other workers, in the same place at the same time.

Try to speak with each worker at least three times a day.

TALKING WITH THE DISABLED WORKER

- BE AT EASE
- DON'T RUSH
- KEEP IT SIMPLE
- SPEAK CLEARLY AND MAINTAIN EYE CONTACT
- ALWAYS BE WILLING TO REPEAT YOURSELF
- RECOGNIZE ANY LIMITATIONS (BUT DON'T OVER-EMPHASIZE THEM)

KEY POINTS REGARDING AWARENESS

Associations are critical to job success for all of us. Explain why they may be even more important to workers with disability?

Normalization has four basic aspects. Name three which paid employment offers?

Explain the difference between a disability and a handicap? Why is the distinction important?

Food for thought:

Should persons with epilepsy be denied a driver's license?

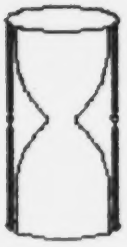
Under what conditions? Why?

WHAT IF?

1. What if your company hired a worker with a disability and you forgot to show them the bathrooms? What might happen?

2. What if a new worker with a disability didn't return to his work station after lunch break? What might have happened?

3. What if you got an application filled out with very poor penmanship? Should you asume the applicant can't handle the job?



STRATEGY SESSION II. INFORMATION

THE LEARNING CURVE

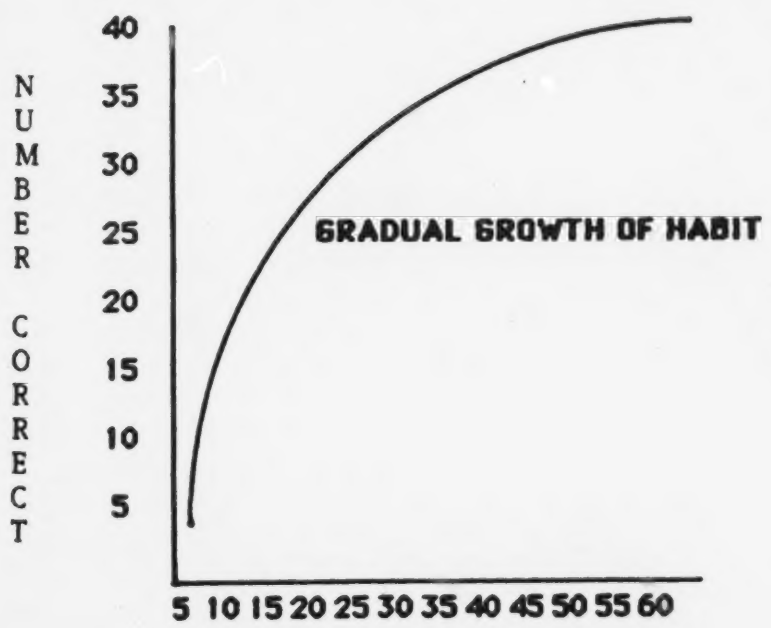
Learning styles have become a major area of research in schools today, and in adult education as well. Researchers are finding that each of us have preferred learning styles where we learn more efficiently. For instance, some of us prefer learning by doing, some need to see things graphically to best understand them, and others learn things best when new learning is presented verbally.

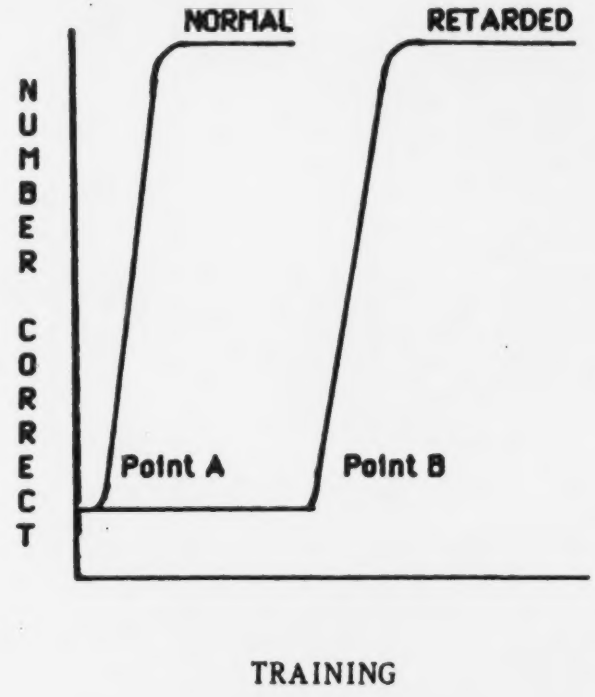
For persons with disabilities, typical presentations of materials in these ways may not be enough. Repeated practice, additional cues, and tasks broken into their smallest parts may be necessary to achieve the same understanding you and I achieve from a particular lesson.

This is especially evident for learners with mental disabilities. Transparency No. 5 depicts the difference in learning curves between most of us and persons with mental retardation. As you can see, it takes many more trials before a person with mental retardation can achieve the same level of learning. This means that persons with mental disabilities take longer to learn skills, including areas of learning the rest of us take for granted. For you as a supervisor, it is important that you recognize these differences and become familiar with strategies to compensate for this handicap to learning. Take a few moments to study Transparency No. 5, and answer the following questions:

T F Once learning occurs, the number of correct responses jumps dramatically for persons of normal intelligence and persons with mental retardation.

The Learning Curve





Source: Zeaman, D., and House, B. J. "The Role of Attention in Retardate Discrimination Learning." *In Handbook of Mental Deficiency*, edited by N. R. Ellis, pp. 159-223. New York: McGraw-Hill, 1963.

The only difference between the way persons with mental disabilities learn and the way persons without mental disabilities learn is the amount of_____

To compensate for this difference, it is wise to provide more _____to persons with mental retardation.

THREE PRINCIPLES OF TRAINING

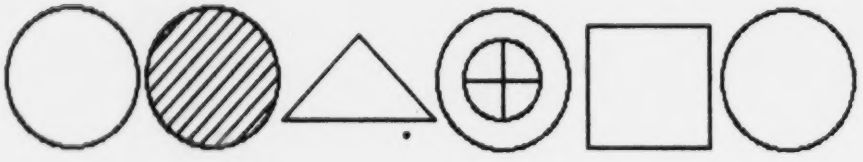
Even though many persons with severe disabilities do require special methods to be the most effective, many of these methods are little more than thoughtful, commonsense teaching strategies. This section examines the three principles displayed on transparency No. 6.

TEACH WITH EXAMPLES

Have you ever tried to explain what the color orange or green means? How about blue? Even though colors are simple concepts, they are obviously difficult to explain.

The same is true for many of the things we need to teach new workers, and that is why teaching with examples is so important. It is also much faster.

ROUND



The simplest way is to show the trainee examples of what the item is and what it isn't. This approach allows the trainee to

immediately see the difference between the correct response and an error. Be sure to provide enough examples so the trainee can recognize all the types of correct answers and be able to recognize an error which is almost like the correct item.

For Example: Teaching a new worker what the concept "Glerm" means. (A hard to describe concept we all use and understand).

As soon as you know what "Glerm" is, write its meaning _____

_____

Now let's apply the principle of examples to something that must be learned in your work area:

List the examples you need of correct responses:_____

_____

Now, list good examples of incorrect responses:_____

_____

DEMAND FEEDBACK Now that you know what to present to the trainee, you need a method to assure the new worker understands the concept you are teaching

Follow this simple rule:

Always request the trainee
to show you a correct response:

- As soon as you teach what a right & wrong response look like
- After you teach something new
- Before you allow the worker to work independently

gfps No.6
Great Falls Transition Project 791-2281

Three Principles of Training

Teach With Examples

Demand Feedback

Keep it Short and Simple

KEEP IT SHORT & SIMPLE (KISS)

The best rule for this is to teach one thing at a time. Be aware of how many steps are needed to complete a task. If they all flow together, teach them as one response. But if the task is complicated, you may have to break it down. The important thing here is not to try and teach more than one thing at a time.

For example, choose the best strategy for giving directions:

"We used to use 2 cups of soap, 1 cup of bleach, and 3 tablespoons of degreaser, but now we use 2 cups of soap, no bleach, and 1 cup of degreaser. Put the soap and degreaser in the machine, and start it up."

"Listen. Always put 2 cups of soap and 1 cup of degreaser in each load, and press the red button."

KISS means don't clutter up your directions.

Workers you supervise may fail because you made it to difficult to succeed.

Rubber meets the road: Use the examples you identified, the rules about feedback and KISS, and teach your task to a coworker. When everyone has had a chance to teach at least once, write comments here:

TRY ANOTHER WAY

Sometimes people make mistakes, and need to be corrected. A common method of correcting is to say "no" or "that's wrong". Each of these statements communicate that a mistake was made, but do not encourage the worker to find the solution. Workers with severe disabilities frequently will stop when you correct them and wait for you to show them the right way. Try Another Way attempts to not only teach the worker that the task was performed the wrong way, but also requires the learner to search for the right way.

Transparency No. 7 identifies four elements of the "Try Another Way" system. Research has shown that many workers with severe disabilities often wait to be reminded before completing a task. Try Another Way makes the worker think of "another way" before receiving the answer from you. In this way, learning is as "powerful" as you can make it. Fill in the blanks as you review the transparency.

Provide as _____ as _____.

When you do provide assistance , make sure you _____

Redirect ~ worker _____

To direct a worker back to task, you should _____

_____

gfps No. 7

Great Falls Transition Project (406) 791-2281

"TRY ANOTHER WAY" TIPS

PROVIDE AS LITTLE ASSISTANCE AS NECESSARY

WHEN ASSISTANCE IS PROVIDED, MAKE SURE YOU ARE COMMUNICATING WHAT YOU WANT

USE THE STATEMENT "TRY ANOTHER WAY" TO REDIRECT A WORKER

USE THE STATEMENT "GET READY" TO DIRECT THE WORKER BACK ON TASK

WHAT IF?

1. What would you do if a coworker stops working continually when people walk by or speak to one another?

2. What would you do if a coworker begins to make frequent errors when duties are expanded to include one more instruction per task?

3. What if a worker with a severe mental disability needs to learn how to run a new machine? What basic teaching strategies should be followed?

4. What if you have tried to teach a worker how to sort five different materials for two weeks, but accuracy and speed are only 25% of the required performance level? What should you do?

KEY POINTS

KISS stands for _____

Try Another Way makes the learner _____
(1 word)

Slower learners require more _____

The Three Principles of Training are:

_____

_____

_____

STRATEGY SESSION III. PERSONAL ISSUES IN SUPPORTED EMPLOYMENT

For almost everyone, the first day on the job is a little awkward and can be confusing. For workers with severe disabilities, this can continue for several days and even weeks. For this reason, it is crucial that the job is explained well, that coworkers and supervisors advocate for the new worker, and that opportunities for social interactions be provided.

gftp No. 8

Great Falls Transition Project (406) 791-2281

EXPLAINING THE JOB

DO introduce the worker to fellow employees and supervisors. The worker may seem a bit withdrawn at first, but will warm up once introductions are made, and will warm up faster if the worker can find someone to answer questions.

DO explain about working hours, proper clothes on the job, the work station, who the supervisor is, what the pay will be, where the bus or streetcar stops.

DO ask for feedback now and then to make sure the worker is keeping up with you. "Now show me your work station," or "Where does the bus stop?" or any kind of question that checks understanding.

DO let the worker know he or she is one of the work-a-day family. The worker may learn to mix with others at work, but tend to be alone after work. After-hours friendships shouldn't be forced.

Transparency No. 8 describes some common sense rules for explaining the job to a new worker. List the six areas that should be explained to a new worker.

_____ _____

_____ _____

_____ _____

Explaining the job is basically a process of communication. The following exercise is designed to show you just how important good communication is in the workplace.

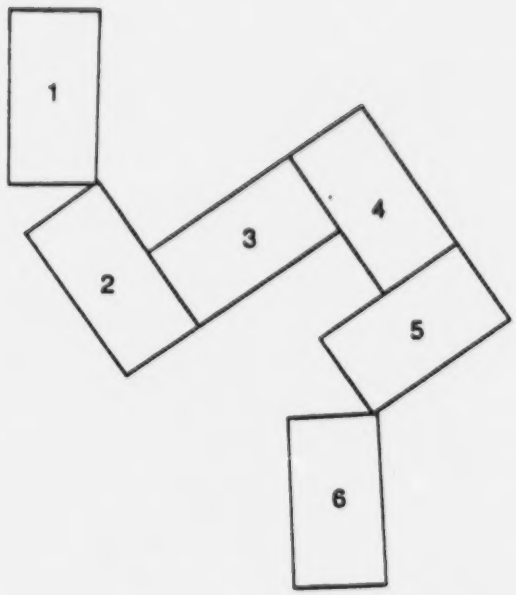
ONE-WAY COMMUNICATIONS EXERCISE MATERIALS

RECEIVER, ONE-WAY

Your partner will describe a pattern of shapes to you. Without communicating with your partner in any way, or attempting to see the pattern, sketch the pattern on the paper in front of you.

ONE WAY COMMUNICATION

You are to verbally describe the pattern of rectangles depicted below in such a way that your partner is able to replicate that pattern. Your partner is not allowed to ask you any questions or attempt to communicate with you in any way. Do not show your partner the pattern or use any form of communication other than words. Do not look at your partner's sketch of the pattern.



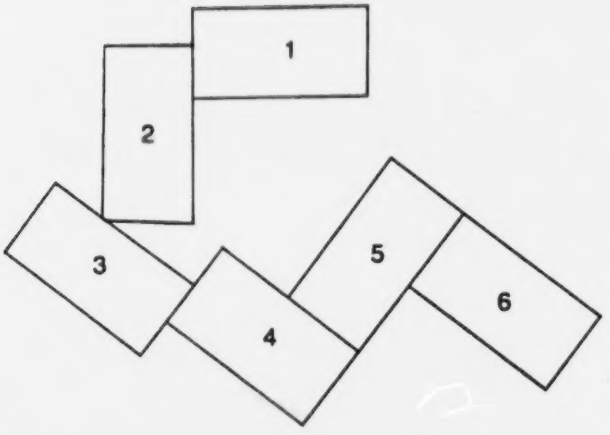
TWO-WAY COMMUNICATIONS
EXERCISE MATERIALS

RECEIVER, TWO-WAY

Your partner will describe a pattern of shapes to you, and your task is to replicate that pattern on the paper in front of you. Do not attempt to look at the pattern; you may ask any questions you want to.

TWO WAY COMMUNICATION

Describe the pattern of rectangles that appears below to your partner, using only words. Do not show your partner the pattern, but answer any questions that are asked.



What did you discover about your communication skills as a result of these exercises?

ADVOCACY & INDEPENDENCE

Independence or self-advocacy is each worker's goal. Most of us would be severely restricted in our life if we could not advocate for ourselves. At the same time, workers with severe disabilities often need an advocate during the initial months of employment. As is the case in learning, friendships and explanations, if the rest of us need help, persons with severe disabilities probably need additional support to get on track. You may be the key person for providing that support.

MATCH THE EVENT WITH THE CORRECT COLUMN

	ADVOCACY	PITY
A. THE COWORKER FINISHES THE DISABLED WORKER'S TASKS.	_____	_____
B. THE COWORKER WARNS THE DISABLED WORKER ABOUT THE FACTORY "JOKESTER".	_____	_____
C. THE COWORKER EXPLAINS HOW TO OPERATE EQUIPMENT.	_____	_____
D. AFTER THE DISABLED WORKER HAS BEEN CALLED "STUPID", THE COWORKER CONFRONTS THE NAME CALLER IN PRIVATE.	_____	_____

(See State & Federal Resources for formal advocacy group around the country.)

To advocate for someone is to stand up for them. The trick is not to "smother" them. For example:

1.) What should you do if your boss corrects the worker with a disability in a loud voice?
(Discuss and make note of important ideas.)

2.) What should you do if the boss calls the worker stupid?
(Discuss and make note of important ideas.)

3.) What should you do if the worker begins to gamble with other workers during break?
(Discuss and make note of important ideas.)

We all need advocates at one time or another. As adults, however, few of us want someone to feel sorry for us. If the worker with severe disability needs additional assistance to look out for themself at work, try to help the person advocate for themself. If not, they may need you when you can't be there.

A good strategy for advocacy is to _____ the worker with severe disability to _____.

FRIENDSHIP

Friendship is a major element in the network of social support for all people, including those with severe disabilities. Unfortunately, persons with severe disabilities are also among the loneliest group of Americans. One reason is the close link between employment and opportunities for friendships.

Friendships can not be programmed, but workers with severe disabilities can easily be left out of work related social events. If your group frequently stops after work for a game of pool, friendly conversation or a workout together, consider inviting the newest addition to your team along.

CAUTION: Your invitation may be the first ever. If people are expecting the worker home immediately after work, be sure to notify them.

WHAT IF?

1. What if you give a mentally retarded worker five step directions and he doesn't do as you asked? What can you do?

2. What if the boss talked to you about a worker with a disability, in his presence, as if he weren't there?

3. What if a co-worker with a disability calls you on the phone every night and whines when you say you have to hang up?

KEY POINTS

Name two reasons explanations are more important to workers with severe disability than to other workers?

Advocacy = _____ (1 word, please)

Friendships can not be _____. Workers with severe disability are traditionally among the _____ members of the population.

STRATEGY SESSION IV. MANAGEMENT

BEHAVIOR MANAGEMENT

Management is usually associated with planning, coordinating and supervising various activities with responsibility for the results. In this section, management will refer most frequently to managing behavior, to directing, motivating and monitoring the visible actions of workers in the work force.

For most of us, simple directives are sufficient to direct us, to motivate and monitor our performance at work. For persons with severe disabilities, verbal communication may be inadequate to manage behavior. For these reasons, coworkers and supervisors need additional communications skills, skills in recognizing and responding to behavior in a planned, consistent manner. Let's look at six of those skills.

THE ABC'S OF BEHAVIOR

ABC refers to the sequence of events that surround any given behavior (B).

A = antecedent, means the event preceding the behavior.

C = consequence or the event following the behavior.

An illustration of differences will help us understand what occurs in an ABC sequence. Transparency No. 9 represents two examples of crying as the behavior.

gftp No. 9

Great Falls Transition Project (406) 791-2281

	A	B	C
Mr. Likes-To-Cry	Supervisor reminds Mr. L.T.C to get back to work.	Crying	Coworkers tell Mr. L.T.C. they understand, that supervisor is a big bully
Ms. Sorrow	Falls down and scrapes knee	Crying	Friends tease, call "crybaby"

Which person is most likely to continue crying?

_____

Why?

_____

_____

REINFORCEMENT

As we can see, Mr. Likes-To-Cry is reinforced by his coworkers for crying. In fact, anything that increases a behavior can be considered **positive reinforcement**.

Ms. Sorrow, on the other hand, is expected to reduce her crying because of the negative consequence which followed (teasing, name calling). The teasing should cause Ms. Sorrow to want to avoid the teasing. This attempt to escape certain consequences is called **negative reinforcement**.

Both are legitimate teaching strategies when used humanely. However, positive reinforcement has been shown to be the most effective manager of behavior.

PROMPTING

Prompting means to "move to action," remind, or assist by suggesting something forgotten. "Try another way" is an example of a prompt, so is physically nudging someone's elbow to remind them to pick up an item.

This section will provide you with a method known as "least intrusive prompting," a technique for selecting the best prompt with the most powerful impact on the worker you are training.

Marc Gold, the author of the "Try Another Way" method discussed in Strategy Session III, suggests three types of prompts in Transparecy No. 10. He then suggests which method is most powerful for training (for getting the task accomplished) and which method is most powerful for learning (for getting the task accomplished without your help).

The three levels of prompts or assists are: verbal (the least intrusive), gesture, and physical (the most intrusive). Physical prompts are most apt to result in the fastest completion of the task as planned, but a verbal prompt, if successful, is apt to result in the most learning. Think of prompting a small child to dress themselves. As they become more proficient, verbal or gestural reminders take the place of physical assistance. The same common sense rule applies to training workers. Most of us need a physical prompt (e.g., a nudge when we have forgotten to say something), a gestural prompt (e.g., a glance to remind us to introduce someone), and verbal prompts, even as adults. When working with persons with severe disabilities, these prompts may be needed more often.

gftp **No. 10**

Great Falls Transition Project (406) 791-2281

Marc Gold's Suggested Hierarchy of Assists

power of learning achieved

Most <---------- **Least**

	verbal	**gesture**	**physical**
Least			
	1. "Try Another Way"	5. Gesture learner to begin.	9. Touch the learner's elbow.
POWER OF TRAINING	2. Command Word for begin ("Get Ready", etc.).	6. Point to finger or hand.	10. Guide the learner's arm or hand to action required.
	3. Command Word for strength of action (Faster, firmer, gentler).	7. Model the step partially.	11. Begin to manipulate learner's arm or hand to the correct action.
	4. Specific language for new learning.	8. Model the entire step.	12. Directly manipulate learner's arm or hand through the step. Do not complete.
			13. Manipulate through entire step.
Most			

Study the transparency and then answer the following questions:

Which technique is the strongest training method?

_____ No. 1 or 5
_____ No. 9 or 6
_____ No. 13 or 3

Which technique demonstrates the greatest learning achieved?

_____ No. 1 or 5
_____ No. 9 or 6
_____ No. 13 or 3

As you can see, when we want to train someone, a physical prompt is the most powerful. When we want to find out how much learning has occurred, a verbal prompt is most powerful. The goal, of course, is not to need any prompts. That's why we follow these simple rules.

Never use a more powerful prompt than is needed for the worker to respond correctly.

Always use a sufficiently powerful prompt for the worker to respond correctly.

SHAPING

Prompting is closely linked with shaping, the reinforcement of close approximations to enable the learner to eventually achieve the correct response. Unlike prompting, which is simply teaching by reminders, shaping is teaching by reinforcing.

A good example is teaching someone archery. At first, the teacher praises the worker for correct use of the bow and arrow, then for hitting the target, and finally, for hitting the bulls eye. This shaping of the correct behavior systematically reinforces a response until the worker performs it consistently without reinforcement, then reinforces the worker only when the more difficult task of hitting the target is achieved. Once that skill is present, reinforcement only occurs when the worker hits the bulls eye. This process tells the worker that an increasingly accurate performance is required.

FADING

Fading is simply the flip side of shaping. When the correct behavior is displayed, it is foolish to continually praise or reinforce someone for doing the same thing. Research has shown that performance even declines when the reinforcement occurs each time. Like eating ice cream, the reinforcement loses its appeal after so many helpings. The same applies to any reinforcement, whether it is a smile, a statement of "well done" or break time. If it is available without additional effort, its value decreases. However, if additional effort results in reinforcement, the worker learns that increasingly competent performance is desired as well as rewarded. Let's review these important concepts.

Match the event to the concept by checking the right box. 44

	Prompting	Shaping	Fading
A reminder	☐	☐	☐
Reinforcement after a closer approximation of the desired skill is performed.	☐	☐	☐
Reinforcement following desired behavior every third correct response.	☐	☐	☐
The supervisor points to the next box.	☐	☐	☐
After teaching to place items in the basket, the supervisor expects the worker to fill the entire basket.	☐	☐	☐
Nudge on elbow.	☐	☐	☐
"Try another way."	☐	☐	☐
After teaching the worker to connect a basic wire assembly each time, the supervisor expects the worker to connnect an extra wire.	☐	☐	☐
Leaving the room rather than saying, "Good job," when the washer is loaded correctly.	☐	☐	☐
After teaching the worker to mark on the paper, the supervisor says, "This time, draw between the lines."	☐	☐	☐

WHAT IF?

Identify the best management technique for teaching a new worker in the following situations:

Shaping = S Fading = F Prompting = P

A.) What if you have demonstrated how to peel potatoes to several new workers and each worker has the following problem:

Technique

1.) Peels quickly, but leaves some shavings on each spud.

2.) Peels one potatoe slowly and correctly, but waits each time to be told to go on.

3.) After several correct responses, the worker holds the peeler upside down, and peels in the wrong direction.

4.) Is just now getting the procedure down, and has peeled the last 10 potatoes carefully, quickly, and without error.

B.) This worker is cleaning tables in a cafeteria following lunch. The procedure has several steps: clean tables, dampen clean rag, wipe each table in circular strokes, wipe bench, fold tables, stack against wall.

1.) Fails to wipe in a circular motion.

2.) Leaves bits of food on the table.

3.) Has difficulty folding the table independently.

Key: A1-S, A2-P, A3-P, A4-P
B1-S, B2-S, B4-P

Key Points

1.) Shaping, fading, and prompting are all methods of _____

2. Fill in the blanks.

	A-	B-	C-
Meaning			

3.) Any event which increases a behavior is called positive _____

4.) Attempts to escape certain consequences are called _____ reinforcement.

COLLECTING DATA

Data collection is simply counting observable behaviors, rather than making observations which can not be verified. For example, "He's lazy," doesn't specify what actually occurred. "He slouched over the broom for 30 minutes," does specify what happened. Remember, behavior must be observable and measurable to allow for data collection.

Circle the behaviors that can be used for data collection:

looking	**turns away**
looks down when corrected verbally	**whines**
	eye contact
greets others	**ignores**

Sometimes, a data collection form is helpful to identify how much problem a worker is having or how much improvement has been made.

For example:

DATE	#TIMES OFF TASK	(PRODUCTION RATE)	(#TASKS COMPLETED WITHOUT HELP)
M			
T			
W			
TH			
FR			
WEEKLY TOTALS: ____		____	____

Collection of data is very important to the long-term success of this program. You will need to describe countable behaviors when you request assistance.

The following form is designed to help you identify problems. Number three (background) identifies the ABCs involved, and with your knowledge of behavior management, should assist you in finding your own solution.

gfps

Great Falls Transition Project (406) 791-2281

REQUEST FOR ASSISTANCE

Name of Worker _____ Date _____

Supervisor _____ Case Manager _____

1 Describe what you would like the worker to be able to do that he/she does not presently do

2 Please describe what the worker does or does not do in terms of strengths and weaknesses

STRENGTHS	WEAKNESSES

3 Background information regarding specific problem behaviors

What happened before the problem behavior?	Problem behavior	What happened after the problem behavior?

4 Supervisor Comments Date

RESOLVING CONFLICT

Conflict is inevitable and probably necessary. It usually takes the form of conflict between a worker and the supervisor or conflict between coworkers which eventually gets back to the supervisor.

For persons with severe disabilities, conflict may arise because of poor communication or frustration with one's own limitations. Sometimes conflicts arise after several attempts have been made to gain attention or ask for help in indirect ways. For this reason, it is critical that supervisors and coworkers become **Active** listeners.

Active listening defined: Accepting the feelings of the worker without agreeing, disagreeing or validating them. Your active listening skills can be improved by:

Maintaining eye contact
Paraphrasing
Giving undivided attention to the offended worker

Paraphrasing means: repeating a comment in different words to clarify meaning. For example:

Worker	Supervisor
"It just isn't fair to have to pick up after everyone."	"You feel like you're doing more than your share of work?"

By paraphrasing in a question, you will communicate to the person that you are not only listening, but concerned about exactly what they mean. You will also provide an opportunity for the worker to think about what they have said.

Determine the Problem

Use active listening to get the worker to identify exactly what the problem is. List as many as necessary.

Generate Alternatives

Ask the worker for solutions. Coach only when the worker can not identify possible solutions.

State Your Preference and Why

Tell the worker what you believe to be the best action.

Select Solution

Let the worker select whenever possible, but help as necessary.

Let's review:

Active listening means _____
_____
_____

What three things can improve one's active listening skills.

a) _____ b) _____ c) _____

Fill in the sequence for resolving minor conflicts with most workers:

A_____
D_____
G_____
S_____
S_____

Sometimes, heated emotions make it difficult to resolve conflict even with the above sequence. When workers have severe disabilities which influence their ability to follow instructions, speak or hear correctly, a technique for resolving conflict needs a little more power. The teaching interaction is provided for that purpose.

The Teaching Interaction

The teaching interaction consists of 10 components. These components involve the expression of affection, praise for work already accomplished, descriptions of inappropriate and appropriate behavior, the rationale for the appropriate behavior, request for acknowledgement that the worker understands, practice, feedback and finally, rewards such as praise and points for a job well done.

Teaching Interaction Component	Example	Reason the component may be important
1. Expression of affection (a smile, special greeting, joke, physical contact)	Supervisor smiles and says, "Hi. Are you having any problems?" He places his hand on the worker's shoulder.	Indicates to the worker that the supervisor is pleased to see him, likes to interact with him and is concerned about any problems he may be having.
2. Praise for what has been accomplished.	"Say, that sink looks fine."	Indicates to the worker that supervisor is aware of what he has already accomplished.
3. Description of the inappropriate behavior.	"But you haven't gotten this counter top clean."	Instructs the worker about what he did incorrectly or hasn't yet done.

Teaching Interaction Component	Example	Reason the component may be important
4. Description of the appropriate behavior. (A demonstration may be necessary.)	"So why don't you get a damp, soapy rag and wipe off the counter. Be sure that you rub hard on these spots of stuck-on food. (Supervisor points to them.) Let me show you what I mean. (Supervisor demonstrates.)	Instructs the worker about what is expected of him. The task often should be broken into small steps. Demonstration may be needed in order to clarify the verbal instruction.
5. Rationale for the appropriate behavior.	"We want you to know how to take care of a kitchen so we can depend on you when it gets busy. Also, we must keep the kitchen clean so we can keep the germs away."	Instructs the worker why it is important that he engage in the behaviors, i.e., the potential future consequences.
6. Description of the present consequences.	"As soon as you finish cleaning the counter top, you can have your break."	Instructs the worker about the immediate rewards for his appropriate behavior.
7. Request for acknowledgement.	"Do you understand?" or "Ok?"	Prompts the worker to ask any questions he may have. Also, the worker's acknowledgement provides feedback to the

Teaching Interaction Component	Example	Reason the component may be important
		supervisor that the worker was attending to the instructions and understands them.
8. Practice	"Now, why don't you try to clean these spots?"	Practice is a very important component because it gives the supervisor immediate feedback about understanding the instructions.
9. Feedback during practice: Praise and correction.	"That looks good. How about rubbing this spot a little harder. That's right."	Provides positive feedback for those behaviors the worker is performing correctly and provides further instruction and practice for the behaviors not yet developed.
10. Reward: Praise.	"That is a fine job. I think you've got it now."	Gives the worker immediate consequences for the appropriate behavior.

Of course, all ten components will not be needed in every teaching interaction. For example, if a worker has had a lot of experience cleaning the counter top appropriately then there would be no need for a description of the appropriate behavior, rationale, description of the consequences (points), practice, or feedback during practice.

The letters, A, P, I, A, R, C, A, P, F, R are the first letters of the important words describing each of the ten components:

A =	Affection	C =	Consequences
P =	Praise	A =	Acknowledgement
I =	Inappropriate	P =	Practice
A =	Appropriate	F =	Feedback
R =	Rationale	R =	Reward

Appropriate ways to show affection in the workforce:

Actions of Approval

Patting shoulder	Talking with	Shaking hands
Sitting near	Eating with	Walking alongside
Standing alongside	Touching arm	

Expressions of Approval

Looking	Whistling	Winking
Grinning	Laughing	Opening eyes
Shrugging shoulders	Signaling O.K.	Smiling
Cheering	Raising eyebrows	Nodding
Chuckling	Thumbs up	

Words of Approval

Bravo	Fine	Neat
O.K.	Well done	Wow
Correct	Good	Very good
Great	Good work	Nicely done
Excellent	Outstanding	Congratulations

Conflict Resolution
Exercise I

Joe works in a laundry folding towels. The company has a set procedure which allows the greatest number of towels per shelf to be folded in the shortest amount of time. Joe folds it differently, and insists on doing it his way. With one person playing the part of Joe and another the supervisor, resolve the conflict with the teaching interaction sequence.

Affection:

Praise:

Describe inappropriate behavior:

Describe appropriate behavior:

Rationale for appropriate behavior:

Description of the consequences:

Request for Acknowledgement:

Practice:

Feedback during practice:

Praise and correction:

Reward:

Conflict Resolution
Exercise II

John works in an industrial print shop glueing layers of cardboard together with a glue press machine. John's coworkers have been openly unhappy with his idle chatter and slow production. They ignore him at break and John has complained that they talk about him behind his back. There is no love lost between John and his coworkers. Use the teaching interaction to resolve the conflict with _____ (John or coworkers).
Affection:

Praise:

Inappropriate:

Appropriate:

Rationale:

Consequences:

Acknowledgement:

Practice:

Feedback:

Reward:

Note:

In reality, the conflict was not resolved. John, frustrated by his rejection, began to put coins in the glue, breaking three $500 saws, shutting down the operation for six hours, and costing the company several thousand dollars.

He was fired, and the company didn't hire other workers with disabilities for two years.

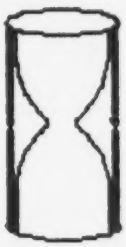
KEY POINTS

Was the company's policy discriminatory?

Strategy Session v. Consequences

Concern with consequences occurs when we begin to ask, "Just how effective have I been in this program?" The point when this occurs is similar for supervisors and workers alike. It is important that the worker with disability become concerned with the consequences of his or her efforts. To help promote this healthy concern, constructive criticism and regular positive feedback are required.

Constructive Criticism



Constructive criticism is correction that produces a positive result. In other words, you might think you are giving constructive criticism, but if it doesn't produce the desired result, it isn't constructive. In this way, constructive criticism is a little like positive reinforcement.

For most of us, facial expression, tone, pitch, volume of voice, and body language often communicate much more than words alone. The same is true for persons with severe disabilities, and may be exaggerated for those persons with limited language. For this reason, consider your own body language when communicating with other workers.

Let's determine what certain examples of body language mean to you:

Meaning

Folded arms -

Tightly closed lips -

Squinting eyes -

Failure to maintain
eye contact -

Slouching -

Sitting erect and forward -

Fidgeting with a pencil -

Rapid gum chewing -

Hand over mouth -

While there will be some disagreement on what these things mean, the important thing to remember is that our movements carry a meaning all their own, to you, to your supervisor, and to workers with severe disability as well.

T F Constructive criticism is good advice intended to help someone.

T F Constructive criticism is correction that produces a positive result.

T F Awareness of your body language is very important in giving constructive criticism to others.

Positive Feedback

In Session IV, you practiced the teaching interaction (p. 52-55). This method is not only very helpful in resolving conflict, but in reminding us to ask for feedback and praise for a job well done. The following rule is helpful to remember regarding feedback:

Request a lot, and provide it on the spot.

Immediate positive feedback that tells the worker what was done correctly is a powerful reinforcer. By requesting feedback, you communicate to other workers that it is important to do the job right. It also lets you find out whether your instructions were understood. One successful teaching method (Direct Instruction) estimates that six responses per minute is not too many during a single teaching episode!

What If & Key Points

What should you do after giving directions to another worker?

What is the general rule regarding feedback?

Request _____
and provide it _____

KEY POINT

T F It is a positive sign when a worker becomes concerned about his or her performance.

Why?

STRATEGY SESSION VI: COLLABORATION

Collaboration is defined as a situation where people or groups of people work jointly to accomplish a specific task.

For our purposes, it will mean the process for evaluating performance, when to ask for help, and who to contact.

Evaluation Performance

If you are responsible for assisting a coworker or you are the assigned supervisor, you will probably be asked to help evaluate someone else's performance. This process should occur frequently, and should be viewed as a periodic check, not a report card.

For this reason, three different forms are recommended:

The Post Placement Probe [PPP]

gfps POST PLACEMENT PROBE

Great Falls Transition Project 791-2281

Date____ Worksite_____ Completed by _____

Instruction Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite
(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1 The presence of the Job Coach on the worksite has not increased my workload				
2 The presence of the Job Coach was critical to the success of the employee in his/her job				
3 The Job Coach has worked cooperatively with the other employees				
4 The employee's instructional needs were adequately explained before employment				
5 My responsibilities were adequately explained before employment				
6 The Job Coach has dealt with the employee fairly				
7 The placement of this employee in this business has not interfered with my responsibilities				
8 The placement of this employee in this business has not increased my workload				

COMMENTS

This form allows you to tell the job coach service how well it's doing.

BEST COPY AVAILABLE

Assessment & Employment Independence

This form shifts the emphasis to the worker's abilities.

gfps — ASSESSMENT OF EMPLOYEE INDEPENDENCE

Great Falls Transition Project 791-2281

Date____ Worksite_____ Completed by _____

Instruction Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite
(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1 The employee has a positive effect on others					
2 Coworkers spend time socializing with the employee during breaks or lunches					
3 Coworkers spend time socializing with the employee outside of the work setting					
4 I could provide occasional direction or assistance to the employee without interfering with my job					
5 I could train the employee to do a new job					
6 The student's hygiene and dress are appropriate to the work setting					
7 The employee's communication skills do not present a significant barrier in performing the job					
8 This employee should be a permanent employee of this company					
9 I would recommend this employee for advancement					

COMMENTS

Employee Evaluation EE

gfps — EMPLOYEE EVALUATION

Great Falls Transition Project 791-2281

Date____ Worksite_____ Completed by _____

Instruction Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite
(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1 The quality of the employee's work is up to company standards				
2 The quantity of the employee's work is up to company standards				
3 The employee shows a willingness to work				
4 The employee shows a willingness to learn				
5 The employee displays good judgement in all aspects of the job				
6 The employee is dependable in assuming and fulfilling the job assignment				
7 The employee has a good knowledge of his/her present job				
8 The employee puts forth sufficient effort towards the job				
9 I can help this employee meet company standards without daily assistance				
10 I can help this employee meet company standards without further assistance				

COMMENTS

This form is provided as an example for the worker's supervisor, and reports on the job elements which are included in most job performance reviews.

When To Ask For Help

In Session IV, we included the Request for Assistance form (p. 49) as an example of the importance of collecting accurate data. In this session, we will describe how to use the form.

gftp

Great Falls Transition Project (406) 791-2281

REQUEST FOR ASSISTANCE

Name of Worker _____ Date _____

Supervisor _____ Case Manager _____

1 Describe what you would like the worker to be able to do that he/she does not presently do

2 Please describe what the worker does or does not do in terms of strengths and weaknesses

STRENGTHS	WEAKNESSES

3 Background information regarding specific problem behaviors

What happened before the problem behavior?	Problem behavior	What happened after the problem behavior?

4 Supervisor Comments Date

Not all workers with disabilities will have a case manager, but many will. It is a good idea to at least know their name. If problems occur, they may be related to events separate from work time.

Items 1, 2, and 3 need to be completed once the job coach has faded direct contact to 20% of the time per week. The reason for this is simple: most problems can be solved easier at the worksite than by with outside assistance. By this time, you probably have many more skills working with persons with disabilities than you realize. Sometimes, however, technical assistance is needed, and in those instances, accurate information is more important than ever.

Practice filling out the Request for Assistance Form from one of the problems listed on page 69.

WHO TO CONTACT

This section is set up as a checklist of who to contact for what problems. You will need to fill in the numbers and names, but use pencil. Things have a way of changing.

"What If" Training Problems:

Supported Employment Specialist	Phone Number
1. _____	_____

"What If" Transportation Scheduling Problems:

1. Family _____ _____
2. Transit _____ _____

gftp

Great Falls Transition Project (406) 791-2281

REQUEST FOR ASSISTANCE

Name of Worker: _____ Date: _____

Supervisor: _____ Case Manager: _____

1. Describe what you would like the worker to be able to do that he/she does not presently do

2. Please describe what the worker does or does not do in terms of strengths and weaknesses.

STRENGTHS	WEAKNESSES

3. Background information regarding specific problem behaviors:

What happened before the problem behavior?	Problem behavior	What happened after the problem behavior?

4. Supervisor Comments. Date.

3. Supported Employment Job Coach _____ _____

"What If" Financial Issues:

1. Social Security _____ _____

2. Social Services Case Manager _____ _____

3. Supported Employment Specialist _____ _____

4. Family _____ _____

5. Advocacy _____ _____

"WHAT IF" & KEY POINTS

Collaboration is critical to successful employment in the areas of performance _____,
when to _____,
and who to _____

Who should you contact if a worker is having problems following instructions?_____

What should you do first if the following situations arise?

	Solve the problem in-house	Request technical assistance
1. Worker has repeated problems completing a task, despite frequent demonstrations from coworkers.	☐	☐
2. Worker refuses to follow a simple instruction ("Wipe the counter again.").	☐	☐
3. Worker stops working each time someone walks by their work station.	☐	☐

KEY POINTS

Throughout this manual, a commonsense approach which treats people with dignity has been stressed. You have been provided many tools for solving problems in the least restrictive manner (that is, you should be able to solve many problems yourself).

Experience and the confidence gained from experience will enable you to distinguish more readily between those situations you can handle, and those you need help with.

STRATEGY SESSION VII. REFOCUSING

LEAST RESTRICTIVE ENVIRONMENT

This term is a common one in the public schools and is linked to the concept of normalization described in Session No. 1. It is a legal requirement in special education that all students receive as much of their education as possible with peers who do not have a disability. Integration has been demonstrated again and again to be beneficial to the dominant group and the minority group and, for persons with disabilities, there is evidence that the association with peer role models helps them learn. Unfortunately, the reverse has also been demonstrated. Where the law requires youth to be integrated in school, their is no such protection against discrimination for young adults with disabilities and, following graduation, many lose skills they once enjoyed. That is why the least restrictive environment is so important.

Least Restrictive Environment can be defined as:_____
(1 word)

As adults, our jobs take up a central portion of our life's effort, and it is most important that employment for persons with disabilities be as least restrictive as possible. Least restrictive employment means paid, integrated employment with job satisfaction, a measure of job security, and opportunity for advancement. It is what all of us hope to achieve with our jobs, and while many persons with disabilities may be limited in their job options, the importance of these basic elements of employment is not lessened.

Least Restrictive Employment has five elements. Can you list them here?

_____ _____ _____

_____ _____

What should be done, if anything, to make sure persons with disabilities have the opportunity for least restrictive employment?

_____

THE NEXT ENVIRONMENT

This term refers to the environment which follows public school. For many, it is marriage and parenting. For most, it is employment, and for others, it is a college education or the military.

For persons with disabilities, such transitions often present additional problems most of us seldom consider. For example, the need to secure alternative transportation can, in itself, be a staggering change. Often, employment impacts one's supplemental security payments, a worker's relationship with day programs, and even the living situation can be impacted in such a way as to cause some unsettling and confusion.

What would you do if a change in your job schedule required you to find new transportation, establish alternate day care, lose $40 a month in support, and miss out on a weekly social event you enjoy? (Assume the job includes a raise of $80/month.)

What would you do if a coworker required help making such a transition?

ONGOING ADVOCACY

Advocacy is defined as working on behalf of another person, arguing for their rights, defending their position. Many persons with severe disabilities have difficulty advocating for themselves, and the need for informed advocates is acute. As coworkers and supervisors, your encouragement and periodic reminders may be much more important to the worker with disability than you think.

Which of the following activities are appropriate for an advocate and a worker with disability to engage in? (Discuss your answers.)

Meet for breakfast before work	☐
Stop for a drink after work	☐
Car pool to and from work	☐
Go bowling together	☐
Go skiing on Saturday	☐
Go to a movie once a month	☐
Help balance the worker's checkbook	☐
Go shopping for clothes	☐
Buy the worker new clothes	☐
Buy the worker pop at break daily	☐
Share your lunch	☐
Help the worker join your association	☐
Help the worker vote	☐
Pool money to start a business	☐
Double date	☐

Summarize your discussion:

Research shows that where workers with disabilities have an advocate at their place of work, successful long-term employment is more likely. In fact, many researchers have found that the most important variable in motivating any of us is tied to each individual's relationship with team members at work.

Why is advocacy important for workers with severe disabilities?

Why is advocacy important to motivation?

WHERE TO DRAW THE LINE

It is possible to overdo your role as an advocate. For example, any parent can tell how easy it is to answer for a child instead of allowing the child to answer for themselves. The same is true for advocates. Our enthusiasm can get ahead of what the worker wants. We can also overstep our bounds when we involve workers in our own adult activities, without consulting the worker's family.

This area requires the walking of a fine line between treating your coworker as an adult and cooperating with the worker's significant others.

Try this difficult situation. You regularly shoot pool and have a couple of beers after work on Friday. Your coworker wants to come along. The group home has a real problem with the impression a worker with severe disability will have on other clients in the group home after returning with beer on his breath.

As an advocate (someone who looks out for another's best interests), what should you do?

There are few black and white answers in advocacy. On one hand, the adult with severe disabilities has as much right as you and I to engage in any legal activity. On the other, the worker may have limited social experience and therefore have limited skills in making sound judgments in unfamiliar social situations. The following rule sets a standard that should help:

Ask the question: Will the long-term consequences of this activity increase the worker's ability to become independent and responsible?

The dual standard of responsibility and independence is the safety net for you in your role as an advocate.

KEY POINTS

Workers with disabilities need to become their own best advocate. As an advocate, how would you encourage a worker to advocate for their own best interests rather than rely on yours?

Refocusing means to step back and consider the consequences of our actions in light of possible alternatives.

As you review your training in Awareness, Information, Personal Involvement, Behavior Management, Consequences, Collaboration and Refocusing, it is our intent and desire that you

feel comfortable supervising workers with disability, that you have a practical set of new skills which enable you to motivate others to reach their potential. We hope the training has been both instructive and practical, and that what you have learned here will prompt you to learn more in this area.

SUMMARY

Throughout this manual, we have borrowed session headings from the Concern-Based Adoption Model (CBAM) refined at the University of Texas-Austin. Research conducted through the CBAM model has identified six axioms:

- Change is a process, not an event.
- Change is accomplished by individuals.
- Change is a highly personal experience.
- Change involves developmental growth.
- Change is best understood in operational terms.
- The focus should be on individuals, new approaches, and the context for the change.

This course is concerned with change, and the introduction of workers with severe disabilities into the work force is, unfortunately, an exception. As trained coworkers and supervisors, you represent a very small percentage of Americans. You will probably run into situations this manual has not prepared you for. We hope such situations are also exceptions, but we recognize that "best practices" evolve with time.

This manual has also provided you with resources to contact for assistance, and a potpourri of intervention strategies for specific problems which may occur. We hope it becomes a handbook and reference for you that keeps from gathering dust.

The most important outcome of this manual, however, will be measured by the number of persons with disability who would not otherwise enter the work force. It is to those reliable, loyal, responsible workers, eager to become contributing, tax paying members of society that this manual is dedicated.

Glossary

Advocacy - Acting in a client's behalf. The advocate advances the client's welfare and interests as if they were the advocate's own. The advocate's actions are usually directed to establishment of client rights, securing of resources or changing of policy. Under Public Law 98-527, each state is mandated to establish a professional advocacy program which remains independent from the primary service agencies. Some states have also developed Citizen Advocacy (CA) programs which utilize volunteers in a manner first suggested by Wolf Wolfensberger. In the supported work model, advocacy is any activity performed by a job trainer which promotes a worker's success in a competitive job.

Congenital - Present at birth.

Countable Income - Income used to determine eligibility for SSI benefits.

CP - Cerebral Palsy.

Cue - An environmental stimulus that reminds the worker of the next task.

Developmental Disabilities - Federal definition: A developmental disability is a severe, chronic disability of a person which:
1. is attributable to a mental or physical impairment or combination of mental or physical impairments;
2. is manifested before the person attains age 22;
3. is likely to continue indefinitely;
4. results in substantial functional limitations in three or more of the following areas of major life activity;
self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency and
5. reflects the need for a combination and sequence of special interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.

Disability - A medically or psychologically diagnosable impairment (e.g. mental retardation, paraplegia).

Distributed Work - A job held by a person with disabilities in an integrated setting where co-workers are not disabled.

Enclave - Sheltered employment in real work settings for persons with disabilities, usually quite severe. Workers are usually segregated from nonhandicapped workers into a work crew and usually earn a set amount of money for each piece of work.

Handicap - A handicap exists when one's disability interferes with a person's ability to function.

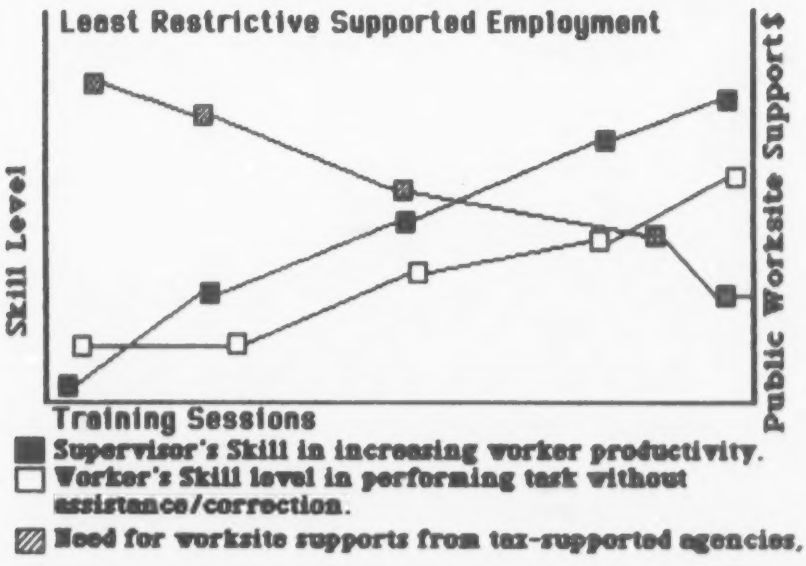
Individualized Education Plan (IEP) - A plan for accomplishment of training strategies (leading to improvement in the student's performance) which lists measurable, realistic yearly goals and program objectives (with timelines) determined by the teacher and other relevant school personnel. Input and agreement from/by parents and student are emphasized. Required for all students who have handicaps and attend public schools.

Individualized Habilitation Plan (IHP)/Individualized Written Rehabilitation Plan (IWRP) - In Montana, IHP's are required for all persons with developmental disabilities who receive services from the Developmental Disabilities Division of SRS. IHP's are written as the result of team efforts; the IHP team is composed of service providers, professional persons representing social work, medicine, psychology and other such relevant disciplines; parents/family members; advocates; and, ideally, the person to whom the service is directed. Short and long-term goals/objectives are developed, progress measured and the results reported at subsequent team meetings. An IWRP is required by RSD/SRS for each individual receiving services; the plan contains individual employment goals, training strategies and rehabilitation objectives. As with the IHP, composition is the result of team input.

Integrated Employment Settings - Work settings where handicapped and nonhandicapped workers can interact freely.

Job Coach - An onsite trainer who will train a worker to perform new skills to expected levels of proficiency and independence.

Job Independence - The goal of supported employment which occurs when the skill level of the supervisor and the skill level of the worker make the presence of a job coach redundant.


Least Restrictive Supported Employment
Skill Level
Public Worksite Support$
Training Sessions
Supervisor's Skill in increasing worker productivity.
Worker's Skill level in performing task without assistance/correction.
Need for worksite supports from tax-supported agencies.

Job Structuring - The process of defining positions to increase the effectiveness of a department or school by separating complex tasks from routine in high volume, high turnover and backlogged work areas.

Job Training Partnership Act (JTPA) - A federal legislative act, replacing the Comprehensive Employment and Training Act (CETA), which was signed into law effective October, 1983. Under the Title II program of this act, job training will be provided to disadvantaged individuals, including those with mental disabilities, who are facing serious barriers to employment and have special training needs.

Just-In-Time Approach to Job Analysis - A system for analyzing jobs which examines each component of the production process in isolation, providing a detailed comparison between the planned production process and the actual production process (similar to curriculum mapping).

Least Intrusive Prompting - A behavioral training technique in which either a verbal, modeling, or physical prompt is provided to the learner on each sequential step of a task when not performed correctly. This method allows for completion of a task from beginning to end, regardless of the amount of assistance needed.

Least Restrictive Employment - Paid community employment in a worker's interest area with opportunity for job satisfaction, job security, and personal growth or advancement.

Least Restrictive Environment - A setting which provides the maximum amount of independence and integration. This concept underlies all Montana statutes which apply specifically to persons with developmental disabilities. Hospitalization/institutionalization is presumed to be the most restrictive circumstance, independent living the least. One measure of programmatic progress is client movement toward less restrictive environments. Supported employment is less restrictive than sheltered employment.

Nondisabled - Persons one accident away from a disability.

Plan for Achieving Self-Support (PASS) - A plan which allows a person with a disability to set aside income which can be used for education, training or starting a business (without affecting benefits). Money from PASS accounts may also be utilized to hire job coaches. Such use has the desired impact of enhancing the client's decision-making capabilities, thereby promoting self-determination and integration. (Contact Social Security or Vocational Rehabilitation for further information.)

Productivity - Physical output per unit of effort, or work completed to standard per hour.

Project Ace - A one year federally funded pilot project to enable the Great Falls Public Schools to institutionalize procedures which tap the potential of workers with severe disabilities. The long-range goal is to structure one position out of 100 (Project Ace) which disabled workers can compete for without compromising the district's performance standards.

Severely disabled - A person with a disability that interferes with one or more basic life functions including persons with conditions such as amputation, blindness, cancer, cerebral palsy, cystic fibrosis, deafness, heart disease, hemiplegia, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, and respiratory or pulmonary dysfunction.

Social Security Administration (SSA) - The federal agency charged with administering SSI and SSDI. (SSDI is sometimes referred to as SSA.)

Social Security Disability Insurance (SSDI) - A social security benefits program for workers with disabilities.

Substantial Gainful Activity (SGA) - A worker status used in determining eligibility for benefits.

Supplemental Security Income (SSI) - A social security benefits program for low income persons who are blind, disabled and/or elderly.

Supported Employment - Competitive employment in integrated work settings for individuals with severe disabilities for whom employment through traditional means has not been successful and who need intensive on-going services to establish and sustain employment.

Targeted Jobs Tax Credit (TJTC) - A federal tax credit program, administered through state employment agencies or job services, which gives a tax break to employers who hire individuals from one of seven target groups. Persons with disabilities are among those targeted.

References

Engelmann, Siegfried & Canine, Douglass (1982). Theory of Instruction: Principles and Applications. New York: Irvington Publishers.

Galli, Larry (1980). Provision of information to employers. Everett Public Schools: Everett, Washington.

Great Falls Public Schools (1987). Project RIDE Training Manual, 2nd Edition. Great Falls, Montana: Author.

Haring, Norris & Schiefelbusch, Richard L. (1976). Teaching Special Children. New York: McGraw-Hill.

Harris, Louis & Associates (1987). The ICD Survey II: Employing Disabled Americans. New York: Author.

Hord, Shirley M.; Rutherford, William L.; Huling-Austin, Leslie; Hally, Gene E. (1987). Taking Charge of Change. Association for Supervision & Curriculum Development: Alexandria, Virginia.

Merritt, Noreen G.; Offner, Richard B.; & McAnally, Terry P. (1986). The work book: A guide to employing the developmentally disabled worker. Montana University Affiliated Program Satellite, University of Montana: Missoula.

Parent, Wendy & Everson, Jane M. (1986). Competencies of disabled workers in industry: A review of business literature. Journal of Rehabilitation, 52(4), 16-23.

Phillips, E. L.; Phillips, E. A.; Fixsen, D. L.; Wolf, M. M. (1974). The Teaching-Family Handbook, 2nd Edition. University of Kansas: Lawrence.

U. S. Commission on Civil Rights (1980). Civil Rights Issues of Handicapped Americans: Public Policy Implications. Washington, D.C.: Author.

U.S. Department of Labor (1982). A study of accomodations provided to handicapped employers by federal contractors. Volume 1: Study Findings. Berkeley Planning Associates, Berkeley, California.

Weisenstein, Greg (1987). A receptive work environment for employees with disabilities. Presented at the 3rd Annual OSERS Project Directors' Meeting, Dec. 10-11. Washington, D.C.: Secondary Transition Effectiveness Institute.

White, Stephen (1987). Least restrictive employment: Challenge to secondary special education. Career Development for Exceptional Individuals, 8(1).

Will, Madeline (1984). OSERS programming for the transition of youth with disabilities: Bridges from school to working life. Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, D.C.

World Health Organization (1980). International classification of impairments, disabilities, and handicaps: A manual of classification relating to the consequences of diseases. Geneva: Author.

Zeaman, D. & House, B. O. (1963). The role of attention in retardate discrimination learning. In Handbook of Mental Deficiency, edited by N. R. Ellis. New York: McGraw-Hill.

APPENDIX A

QUICK LOOK WHAT IF? INTERVENTION STRATEGIES

What method or methods should be used for the following situations:

A. Try Another Way
B. Verbal Prompt
C. Give Examples (+ & -)
D. Teach one thing at a time
E. Physical Prompt
F. Gestural Prompt
G. Explain rule (policy)
H. Demonstrate (model)
I. Provide guided assistance (lead with verbal cues)
J. Ask for feedback which demonstrates understanding of instruction
K. Ignore

1. What if you give a five step directive and the worker does step one and stops?

2. What if the worker leaves his work to say hello each time you walk by?

3. What if a co-worker threw up his hands, screamed, and ran outside?

4. What should you do if a co-worker refuses to do anything?

5. What should be done if a worker you supervise won't stop work long enough to take a scheduled break?

Answers given in order of least intrusive:

1.) B,H, J 12.) K, G 3.) G, I 4.) H, J 5.) G, H

3fps

POST PLACEMENT PROBE

Great Falls Transition Project 791-2281

Date____ Worksite_____ Completed by _____

Instruction: Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite.

(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The presence of the Job Coach on the worksite has not increased my workload.				
2. The presence of the Job Coach was critical to the success of the employee in his/her job.				
3. The Job Coach has worked cooperatively with the other employees.				
4. The employee's instructional needs were adequately explained before employment.				
5. My responsibilities were adequately explained before employment.				
6. The Job Coach has dealt with the employee fairly.				
7. The placement of this employee in this business has not interfered with my responsibilities.				
8. The placement of this employee in this business has not increased my workload.				

COMMENTS:

gfps

ASSESSMENT OF EMPLOYEE INDEPENDENCE

Great Falls Transition Project 791-2281

Date____ Worksite_____ Completed by _____

Instruction: Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite.

(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. The employee has a positive effect on others.					
2. Coworkers spend time socializing with the employee during breaks or lunches.					
3. Coworkers spend time socializing with the employee outside of the work setting.					
4. I could provide occasional direction or assistance to the employee without interfering with my job.					
5. I could train the employee to do a new job.					
6. The student's hygiene and dress are appropriate to the work setting.					
7. The employee's communication skills do not present a significant barrier in performing the job.					
8. This employee should be a permanent employee of this company.					
9. I would recommend this employee for advancement.					

COMMENTS:

gfps

EMPLOYEE EVALUATION

Great Falls Transition Project 791-2281

Date_____ Worksite_____ Completed by _____

Instruction: Please indicate the extent to which you agree or disagree with the following statements as they relate to _____ at this worksite.
(Employee)

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The quality of the employee's work is up to company standards.				
2. The quantity of the employee's work is up to company standards.				
3 The employee shows a willingness to work.				
4. The employee shows a willingness to learn.				
5. The employee displays good judgement in all aspects of the job.				
6. The employee is dependable in assuming and fulfilling the job assignment.				
7. The employee has a good knowledge of his/her present job.				
8. The employee puts forth sufficient effort towards the job.				
9. I can help this employee meet company standards without daily assistance.				
10. I can help this employee meet company standards without further assistance.				

COMMENTS:

APPENDIX C

STATE & FEDERAL RESOURCES

Association for Persons with Severe Handicaps (TASH)
7010 Roosevelt Way N.E.
Seattle, WA 98115 (202) 523-8446
An organization dedicated to the advancement of individuals with disabilities severe enough to impair one or more basic life functions.

Association for Retarded Citizens (ARC)
An association of parents of people with mental retardation and other interested individuals with a goal of advancing the quality of life of the mentally retarded

Council for Exceptional Children (CEC)
Division on Career Development (CDC)
1920 Association Drive
Reston, VA 22091
CDC is a division of CEC designed to organize individuals involved in the career planning of exceptional youth.

International Association of Business, Industry, and Rehabilitation
12100 Portree Drive
Rockville, MD 20852
(301) 468-9155

International Center for Industry, Labor and Rehabilitation
P.O. Box 714
Dublin, OH 43017
(614) 459-3030

Job Accomodation Network
809 Allen Hall
P.O. Box 6122
West Virginia University
Morgantown, WV 26506-6122
(800) 526-4698 (In West Virginia)
(800) 526-7234 (All other states)

Job Opportunities for the Blind (JOB) Project
National Federation of the Blind
National Center for the Blind
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314 (In Maryland)
(800) 638-7518 (All other states)

Montana Department of Social & Rehabilitation Services (VR) Rehabilitation Services Division
1818 10th Avenue South
Suite 5
Great Falls, MT 59405
A public agency whose purpose is to aid people with disabilities in their entry or re-entry into the world of work.

Montana Employment Project for Persons with Developmental Disabilities (M.E.P.)
25 South Ewing
Room 500B
Helena, MT 59620
M.E.P., funded through a federal grant, is "designed to plan, implement, evaluate, and refine the state's system of employment options."

Montana Supported Employment Demonstration Project (M.S.E.D.)
C/O Mr. Mike Kelly
Vocational Rehabilitation Services
Box 4210
111 Sanders
Helena, MT 59604
Supported by a five year grant from the U.S. Dept. of Education, MSED's goal is "to establish and ensure that, by 1992, 60% of adult Montanans with severe disabilities are employed and retained in integrated work settings."

National Association of Vocational Education Special Needs Personnel (NAVESNP)

C/O Ms. Kathryn Jones
936 Curling Lane
Boise, ID 83702
NAVESNP is a division of the American Vocational Association designed to organize individuals involved in the vocational education of exceptional youth.

National Center on Employment of the Deaf

National Technical Institute for the Deaf
Rochester Institute of Technology
1 Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
(716) 475-6217

National Center on Employment of the Handicapped

Human Resources Center
I.U. Willets Road
Albertson, NY 11507
(516) 747-6323

President's Committee on Employment of the Handicapped

1111 20th Street, N.W.
Room 636
Washington, D.C. 20036
(202) 653-5044
A national committee dedicated to improving the lives of people with disabilities through cooperation with industry and educational efforts.

Project on Science, Technology, and Disability

American Association for the Advancement of Science
1333 H Street N.W.
Washington, D.C. 20005
(202) 326-6667

Projects With Industry (PWI)

Easter Seal Society Goodwill Industries of Montana
4400 Central Avenue
Great Falls, MT 59404
A project designed to train people with disabilities through the cooperative effort of industry, adult service providers, and Goodwill industries.

Secondary Transition Intervention Effectiveness Institute

Dr. Frank R. Rusch, Director
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, IL 61820
(217) 333-2325
An institute funded by the Office of Special Education Programs, Washington, D.C. (OSERS) whose purpose is to aid in the design and dissemination of effective programs for transitioning exceptional youth into adult life.

Vocational Evaluation and Work Adjustment Association (ARA)

633 South Washington Street
Alexandria, VA 22314
A division of the National Rehabilitation Association whose members focus on the evaluation and habilitation of people with disabilities.

PERTINENT FEDERAL LEGISLATION

Public Law 94-142: The Education for All Handicapped Children Act of 1975. This law insures that all handicapped children, aged 3-21, are entitled to a free, appropriate public education in the least restrictive environment.

Rehabilitation of 1973 offered protection to qualified handicapped employees against discrimination by employers receiving financial assistance from the federal government.

1986 Amendments to Rehab. Act of 1973 provided for the design of supported employment programs for severely handicapped individuals.

Carl Perkins Act of 1984 arrays the federal involvement in vocational education around two broad themes: first, making vocational education programs available to all persons, including handicapped and disadvantaged persons; and, second, improving the quality of vocational education programs to give the nation's workforce marketable skills.

Job Training Partnership Act of 1982, amended 1986. The purpose of the act is to establish programs to prepare youth, economically disadvantaged, unskilled adults, and other persons facing serious barriers to employment for entry into the labor force.

Public Law 99-643, 1986. Employment Opportunities for Disabled Americans Act. Authorizes the continued payment (though reduced) of Social Security benefits to individuals who work despite severe impairment.

Targeted Jobs Tax Credit (TJTC). Originally authorized by the Revenue Act of 1978 and recently amended in 1986. It is an employers incentive program for hiring economically disadvantaged youth 16-24 years old, handicapped persons, Viet Nam vets, ex-offenders, and recipients of AFDC, SSI or general assistance, wherein an employer can recieve 40% of the first $6000 paid ($2400) as a tax credit and, under certain conditions, 85% of $3000 ($2550) for summer youth employees.

FACTS ABOUT LEARNING DISABILITIES

What is Specific Learning Disabilities?

- Specific learning disabilities are defined as those disorders of one or more of the cognitive processes involved in understanding,percieving and/or using language or concepts (spoken or written).

- The disorder may manifest itself in problems related to listening, thinking, speaking, reading, writing,spelling, or doing mathematical calculations.

- Persons with Specific Learning Disabilities have normal intelligence levels.

Adopted from Pennsylvania Bureau
of Vocational Rehabilitation

What kinds of learning disabilities are there?

Input Disabilities

- **Visual Perceptual Disability** - disability in the area of visual input.
An e might look like a 9; and E might look like a W, or a 3,or an M. This confusion with position of input shows up almost immediately when the child begins to read, to write, or to copy letters or designs.

- **Auditory Perceptual Disability** - difficulty in distinguishing subtle differences in sounds; the worker may misunderstand what you are saying and respond incorrectly. You may ask, "How old are you?" The answer may be, "I'm 29." The person thought he heard "old" instead of "are", or in addition to the "are."

Integration Disabilities

- **Secquencing Disabilities** – One might hear directions but, in recounting it, start in the middle, go to the beginning, then shift to the end.

- **Memory Disability – Short term memory** – is the process by which you hold on to information as long as you are concentrating on it. With Short term disability it may take ten to fifteen repetitions for a person with this problem to retain what the average person retains after three to five repetitions.

- **Visual Short Term Memory Disability** – confusion that occurs with information learned through what one sees.

- **Auditory Short Term Memory Disability** – confusion that occurs with information learned through what one hears.
  Often these two are combined: employer might go over an invoice list with the worker.The worker looks at the list several times, listens to the employer and writes down the list correctly from memory. The worker seems to have it down pat, but, the next morning has lost all or most of the recall.

Output Disabilities

- **Specific Language Disability** –problems dealing directly with language. A worker may initiate all sorts of conversation, and sound quite normal. But put into a situation that demands a response, the same worker,might answer "Huh?" or "What?" or "I don't know."

Motor Disabilities

- **Gross Motor Disabilities** – difficulty using large muscle groups. A worker may be clumsy, stumble, fall, bump into things,or have trouble with generalized physical activities like running, climbing,or swimming.

- **Fine Motor Disabilities** – Workers with this disability have slow and poor handwriting.

FACTS ABOUT EPILEPSY

What is Epilepsy?

- Epilepsy is a disorder of the nervous system.
- The human brain operates by sending out electrical messages to the parts of the body. Most often there is a steady flow of these messages. They direct the muscles to perform their functions. In some persons, there will be times when too many messages are sent at one time. As a result, the muscle will try to do too many things at once. When this "overload" occurs, the person has a seizure. A seizure is a temporary condition in which a person experiences a clouded, dream-like consciousness or loss of consciousness.
- Exactly what causes epilepsy is not known; however, it is not caught the way one catches a cold or a disease.
- We do not know what might trigger a seizure. It may be a song, a reprimand or a strong voice.
- Four to six million people are epileptic.
- Epilepsy is not an emotional condition.

What kinds of Epilepsy are There?

- The most commonly known type of seizure is the Grand Mal. The muscles become tense and the body rigid, followed by a temporary loss of consciousness and shaking of the body.
- There may be trouble breathing and the face, lips, or fingernails may turn blue.
- This type of seizure usually lasts 2 - 5 minutes.
- It may occur as often as one or more times a day or as infrequently as once a year.
- Another kind of seizure is the Petit Mal.
- This is not severe, it usually lasts less than a minute.
- The person may seem to be staring or daydreaming.
- His/her eyes may blink and the body twitch.
- The third type of seizure is called Psychomotor.
- The person may stare, smack his/her lips, wander about, pick at his/her clothing, twist hair, etc.
- The individual usually comes out of this seizure dizzy.

Can Epilepsy be Treated?

- 80% of the people with epilepsy can be treated.
- Certain drugs will prevent the seizure from occurring.

What Can You Do?

- If a co-worker does have a seizure; remain calm and remember there is nothing you can do to stop a seizure once it has begun. It must run its course.
- Do NOT restrain the person.
- You should not try to stop him/her from shaking.
- Loosen any tight clothing and turn the person on his/her side, place something soft under his/her head.
- Clear the area of any sharp or hard objects.
- Do not force anything into his/her mouth, especially not a pencil.
- When the seizure is over let the person rest.
- Usually medical help is not needed but you should seek medical aid if the seizure lasts more than ten minutes or if the person has another seizure less than an hour after the first one.

What Kinds of Jobs Can a Person With Epilepsy Perform?

- Epilepsy does not affect intelligence and it has nothing to do with mental illness.
- A co-worker with epilepsy can work as well as any other.

FACTS ABOUT THE BLIND/VISUALLY IMPAIRED WORKER

What Is Blindness?

- A person is considered legally blind if his/her best corrected vision is no better than 20-200.
- This includes people with no vision at all as well as those who can see in a very limited manner.
- There are several varieties of visual impairments including tunnel vision, which allows a person to see only a narrow field in front of him/her; and a peripheral vision, which allows a person to see areas to the sides but not the area directly to the front.

What Causes Visual Impairments?

- Visual defects may result from birth defects or childhood eye injuries.
- In adult life the causes of blindness range from heredity to injury to disease.
- The more common conditions include myopia, glaucoma and cataracts.
- Diabetes may also cause visual impairments.

What Problems Could a Visually Impaired Person Have?

- Upon first meetings, the visually impaired person must overcome the awkwardness that many sighted people feel.
- People unfamiliar with the visually impaired often respond as though the person were hearing or mentally impaired.
- When newly employed, a blind or partially sighted person may need some help orienting to new environments. Learning the locations of various obstacles, equipment, restroom, lunchroom and supplies will take some time.

When Your Co-worker Is Visually Impaired

- Take a bit more initiative when talking with a blind individual, especially when you enter a room, greet the person to let them know you are there.
- Another point to remember is the blind person is unfamiliar with your voice, so introduce yourself.
- If you face the person and speak in a normal tone of voice, he/she will be able to locate you in a room.
- If it appears the person needs help, ask them. A simple "May I help you?" is sufficient.
- Be aware of supplying special information the visually impaired worker may need; details on a menu, locations of obstacles, locations of supplies and equipment.
- Keep communications free and easy. The handicapped person is a PERSON first, and someone who can't see second.

FACTS ABOUT CEREBRAL PALSY

What is Cerebral Palsy?

- There are many physical symptoms associated with cerebral palsy which is the result of brain damage.
- Such damage may occur before, during, or after birth.
- A person with cerebral palsy may have one or several disabling symptoms.
- Some have muscle problems.
- Their muscles may jerk or tremble.
- They may walk awkwardly or have trouble keeping their balance.
- Some have hearing or vision problems.
- Total control of speech may be limited, it can sound slow or labored.
- Cerebral palsy is not curable but it doesn't get worse and it is not fatal.
- It does not necessarily affect a person's intelligence.
- 750,000 persons in the United States have these symptoms, 100,000 of them are working.

What Problems Could a Co-worker With Cerebral Palsy Have?

- The person with cerebral palsy may feel embarrassed, nervous, self-conscious about his/her physical problems.
- He/she may be afraid others will take away his/her work or finish sentences when he/she speaks slowly.
- Most job failures of the cerebral palsied person do not result from the person's physical problems.
- Like other workers, failure results from inability to get along with co-workers and supervisors.

How Can You Assist a Co-Worker With Cerebral Palsy?

- Just as other workers, the cerebral palsied person needs support and encouragement to succeed on the job.
- Frequently people with cerebral palsy will have a significant speech impairment. It may be difficult to understand what is being said. The listener will need to concentrate and be patient.
- Do not finish sentences for them when they have trouble with a word, or help them with their work unless asked.
- Cerebral palsy does not prevent a person from being a self-sufficient, successful worker.
- The best way to help is by treating him/her as you would any co-worker.

FACTS ABOUT THE MOBILITY IMPAIRED WORKER

What is a Mobility Impaired Person?

- A mobility impaired person is anyone who has lost the use of a part or parts of his/her body through injury, disease, or birth defects and as a result cannot walk or move about in a normal manner.

How are Mobility Impairments Overcome?

- Severe impairments such as paralysis of the lower body are often overcome by the use of a wheelchair.
- An estimated 25 million persons have mobility problems, approxiamtely 500,000 are wheelchair users.
- Wheelchair users do not lead lives of unhappiness and despair.
- Wheelchair use is sometimes an inconvenience but for most part offers someone freedom.
- A wheelchair doesn't change someone's personality or necessarily change a lifestyle.
- Wheelchair users are employed as mechanics, race car drivers, farmers, office workers.
- Missing limbs can often be replaced with an artifical device called a prothesis.
- In less severe cases when an individual retains partial use of a limb, an orthosis can be used.
- An orthosis is a supportive device such as a brace or crutch.
- Our technology is rapidly expanding to assist mobility impaired persons.

What Problems Could a Mobility Impaired Person Have?

- Many people feel uncomfortable around a mobility impaired person and are unsure of how to act.
- Others out of fear of embarassment will avoid contact with a mobility impaired person.
- Sometimes knowingly or not, people talk to or treat mobility impaired persons as if they are mentally impaired.
- Depending if the work setting has been modified, a mobility impaired person may occassionally have difficulty getting to certain areas or reaching certain equipment or supplies.

What Can You as a Co-worker Do?

- Do not talk to the mobility impaired as if he/she were mentally impaired.
- Make a special effort to make communication as free and easy as possible.
- When training a mobility impaired person, locate any supplies and materials involved in the training so they can be accessed from wheelchair height.

- Be aware when the individual may need assistance in getting to certain areas. Offer help but wait until it is accepted before giving it.
- If a demonstration is being given, be sure the person has an advantageous place for viewing.
- Do not automatically hold on to a person's wheelchair. It is part of the person's body space. Hanging or leaning on the chair is similar to hanging or leaning on a person sitting in any chair.
- Don't be sensitive about using words like "walking" or "running". People using wheelchairs use the same words.
- If conversation proceeds more than a few minutes and it is possible to do so, consider sitting down in order to share eye level. It's uncomfortable for a seated person to look up for a long period.

FACTS ABOUT THE HEARING IMPAIRED WORKER

Who are the Hearing Impaired?

- Deafness describes a person who cannot hear conversational speech or other sound messages and who cannot have his/her hearing restored through current medical treatment (such as surgery or a hearing aid).
- A person described as hard of hearing is someone who has significant hearing loss in both ears.
- Over 13 million Americans are hard of hearing.

What Kinds of Hearing Impairments are There?

- The frequency range humans can hear is about 20 to 20,000 hertz. A hertz is an electromagnetic wave, as a radio wave. 400 to 3,000 hertz is vital conversation.
- Some hearing impaired people have difficulty hearing all frequencies and the extent of the hearing loss is measured by the volume required to hear.
- Other hearing impaired peoply may have difficulty hearing certain segments of the conversational hearing range; hearing aids, in these cases, cannot solve all hearing defects.
- Hearing aids simply amplify sounds.

What Kinds of Deafness are There?

- Deafness can be caused by birth defects, diseases, and injuries to the ear.
- There are two major categories of deafness: pre-lingual and post-lingual.
- Pre-lingual individuals were born deaf or lost their hearing before they acquired language.
- Post-lingual deaf individuals were born with hearing but lost it after acquiring language.

What Problems Could a Deaf/Hearing Impaired Employee Face?

- The basic handicap of deaf people is a language handicap. Due to lack of hearing, the deaf person does not acquire an understanding of language as does the hearing person.
- There is often anxiety about how they will be able to communicate with hearing co-workers.
- A difficulty in understanding also comes when a person doesn't supplement their words with facial expressions and body movements, or confusion may arise by misleading expressions or motions.
- This confusion generally causes a deaf/hearing impaired person to be locked out of communication channels by hearing co-workers who lack the patience to include them.

When Your Co-worker is Hearing Impaired

- Make a special effort to establish some basic communication channel.
- Stress close, face to face communication to facilitate speech reading.
- Uses gestures liberally.
- Do not shout.
- Avoid covering your mouth with your hands or an object.
- Avoid communication in a darkened room.
- If you are demonstrating how a machine works be sure the deaf/hearing impaired sees your mouth first and then is shown the operating details.
- Choose vocabulary that is jargon-free if possible.
- Provide written list of new words that will be encountered on the job.
- Go over these words orally by speaking directly to the handicapped person.
- Be sure the hearing impaired person feels comfortable in asking for something to be repeated.
- You may need to initiate clarity by asking "ok?".
- Include the hearing impaired person in your conversations, encourage them to interact.
- If a deaf person is with an interpreter, speak directly to the deaf person not to the interpretor.

gfps
Great Falls Transition Project 791-2281

Down's Syndrome

•Identified in 1866 by J. Langdon Down, a British physician, who referred to this condition as Mongolism, because of the physical resemblance to the Mongolian people.

•Down's Syndrome is the most common form of mental retardation, affecting 2% of all births.

•Wide range of ability, from severe retardation to rare "mosaic" types with normal intelligence.

SSSSSSSSSSSSSSSSSSSSSSS

• Down's Syndrome is a Chromosomal anomaly of 1 extra chromosome.

•Causes are unclear, but 1 in 5 occurrences are the result of hereditary, genetic factors.

•Maternal age is a significant factor: 25 year old mothers give birth to Down's Syndrome babies once every 2000 births, while 45 year old mothers give birth to Down's Syndrome children once every 50 births.

§§§§§§§§§§§§§§§§§§§§§§§§§

- Speech Patterns develop from body movement and associated meanings in language.
    - Individuals with Down's Syndrome lack a variety of vocal inflections and almost always speak in a low-pitched monotone voice.

§§§§§§§§§§§§§§§§§§§§§§§§§§§§

- Clinical Physical Characteristics
    - Short stature
    - Flat, broad head
    - Rough, dry skin
    - Fused ear lobes
    - Short 5th finger
    - Single horizontal palm crease
    - oversized tongue
    - Associated Congenital health problems
        - Almost always cardiovascular
        - Vast majority sterile
    - increased **epicanthic** folds.*

*Vertical fold of skin extending from the root of the nose to the median end of the eyebrow. Found in ethnic groups of oriental origin. Hence, Mongoloid term.

§§§§§§§§§§§§§§§§§§§§§§§§§§§§

- Prior to antibiotics, life spans rarely extended beyond 10 years of age due to respitory infections and heart defects.

- Today, the average life span of individuals with Down's Syndrome is close to 60 years or age.

§§§§§§§§§§§§§§§§§§§§§§§§§§§§

- Personality

  - Individuals with Down's Syndrome have greater social competence than other retarded persons.

  - Many are cheerful, docile, and affectionate

  - Others can be aggressive, moody, and hostile

  - **Personality characteristics vary as widely with Down's Syndrome persons as with the general population, and are affected by the same factors as the nondisabled worker.**

§§§§§§§§§§§§§§§§§§§§§§§§§§§§

- Coordination

  - Unusual Dexterity
  - Poor Muscle Tone

SSSSSSSSSSSSSSSSSSSSSS

- Productivity

  - Persons with Down's Syndrome have authored books, and assembled complex 52-piece cam switch actuators, 12-piece bicycle brakes, 26-piece printheads, and electronic cable harness assemblies to industry standards.

When Meriweather Lewis and William Clark approached the Great Falls of the Missouri, they were forced to choose between making a difficult and dangerous portage or abandoning their mission.

Their successful transition of the Great Falls proved to be the pivotal point in the expedition. It enabled these early explorers to discover their ability to utilize available resources, coordinate efforts, maximize effectiveness, and achieve their goal.

A COOPERATIVE MODEL FOR LEAST RESTRICTIVE EMPLOYMENT

gfps Great Falls Public Schools

BEST COPY AVAILABLE